

1 **R277. Education, Administration.**

2 **R277-920. School Improvement - Implementation of the School Turnaround and**
3 **Leadership Development Act.**

4 **R277-920-1. Authority and Purpose.**

5 (1) This rule is authorized by:

6 (a) Utah Constitution Article X, Section 3, which vests general control and
7 supervision over public education in the Board;

8 (b) ~~S[ubs]ection 53A-1-401[(3)],~~ which allows the Board to ~~[adopt]~~make rules ~~[in~~
9 ~~accordance with its responsibilities]~~to execute the Board's duties and responsibilities under
10 the Utah Constitution and state law; and

11 (c) Title 53A, Chapter 1, Part 12, School Turnaround and Leadership Development
12 Act, which requires the Board to make rules to establish:

13 ~~[(i) outcome-based measures to designate a low performing school;]~~

14 (i) an appeal process for the denial of a school turnaround plan;

15 (ii) provisions regarding funding distributed to a low performing school;

16 (iii) criteria for granting an extension to a low performing school;

17 (iv) criteria for exiting a school that has demonstrated sufficient improvement;

18 (v) criteria for approving a teacher recruitment and retention plan;

19 ~~[(#)vi] [consequences]~~implications for a low performing school; and

20 ~~[(#)vii]~~ eligibility criteria, application procedures, selection criteria, and procedures for
21 awarding incentive pay for the School Leadership Development Program.

22 (2) The purpose of this rule is to:

23 (a) enact provisions governing school improvement efforts; and

24 (b) implement and administer the School Turnaround and Leadership Development
25 Act.

26 **R277-920-2. Definitions.**

27 (1) "Appeal committee" means the committee established by Section R277-920-5.

28 (2) "Committee" means a school turnaround committee established in accordance
29 with Subsection 53A-1-1204(1) or 53A-1-1205(4).

30 (3) "Eligible school" means the same as that term is defined in Section 53A-1-1208.

31 ~~[(4) "Low performing school" means a school:~~

32 ~~—— (a) in the lowest performing:~~
33 ~~—— (i) 3% of the high schools statewide according to the percentage of possible points~~
34 ~~earned under the school grading system; and~~
35 ~~—— (ii) 3% of the elementary, middle, and junior high schools statewide according to the~~
36 ~~percentage of possible points earned under the school grading system; and~~
37 ~~—— (b) identified by another measure identified by the Board.]~~

38 (4) "Local education board" means a local school board or charter school governing
39 board.

40 (5) "Plan" means a school turnaround plan described in Subsection 53A-1-1204(3).

41 (6) "School improvement grant" means a Title I grant under the Elementary and
42 Secondary Education Act, 20 U.S.C. Sec. 6303(g).

43 (7) "School leader" means the same as that term is defined in Section 53A-1-1209.

44 ~~[(8) "School turnaround program" means the school turnaround program described~~
45 ~~in:~~

46 ~~—— (a) Sections 53A-1-1203 through 53A-1-1207; and~~

47 ~~—— (b) Sections R277-920-3 through R277-920-7.]~~

48 (8) "Title I school" means a school that receives funds under the Elementary and
49 Secondary Education Act of 1965, Title I, 20 U.S.C. Sec. 6301 et seq.

50 **R277-920-3. Superintendent's [Designation of Low Performing Schools and Waiver**
51 **Authority] Identification of Schools for Critical Needs Status -- Readiness Review.**

52 ~~[(1) The Superintendent may issue a waiver and exclude a low performing school~~
53 ~~from participating in the school turnaround program if:~~

54 ~~—— (a) the low performing school:~~

55 ~~—— (i) has been designated a priority school by the Superintendent;~~

56 ~~—— (ii) received school improvement grant money for the school year immediately~~
57 ~~following the school year for which the school is being graded; and~~

58 ~~—— (iii) is already working with a turnaround expert through the school improvement~~
59 ~~grant; or~~

60 ~~—— (b) the low performing school is in the school's first three years of operation.~~

61 ~~—— (2) If the Superintendent excludes a low performing school from the school~~
62 ~~turnaround program as described in Subsection (1), the Superintendent shall designate~~

63 additional schools, outside of the lowest performing 3% of schools statewide according to
64 the percentage of possible points earned under the school grading system, until the school
65 turnaround program includes at least 3% of the total public schools statewide.

66 ~~When selecting an additional school described in Subsection (2), the~~
67 ~~Superintendent shall include the next lowest performing schools according to the~~
68 ~~percentage of possible points earned under the school grading system.]~~

69 (1) Subject to Subsection (2), on or before September 30, the Superintendent shall
70 annually identify schools for critical needs status if the school is:

71 (a) assigned the lowest rating in the state's accountability system for two
72 consecutive years;

73 (b) a high school with a four-year adjusted cohort graduation rate of less than or
74 equal to 67% for two consecutive school years;

75 (c) a Title I school with chronically underperforming student groups as described in
76 Section R277-920-11; or

77 (d) a Title I school that:

78 (i) has not been identified under Subsection (1)(a), (b), or (c); and

79 (ii) performed in the lowest 5% of Title I schools over the past three years on
80 average according to the percentage of points earned under the school accountability
81 system.

82 (2) The Superintendent shall make the identification under:

83 (a) Subsection (1)(a) beginning with the 2017-2018 school accountability results and
84 every year thereafter;

85 (b) Subsection (1)(b) beginning with the 2018-2019 school accountability results and
86 every two years thereafter;

87 (c) Subsection (1)(c) beginning with the 2022-2023 school accountability results and
88 every three years thereafter; and

89 (d) Subsection (1)(d) beginning with the 2021-2022 school accountability results and
90 every three years thereafter.

91 (3)(a) Except as provided in Subsection (3)(b), schools in critical needs status are
92 required to comply with the provisions of Title 53A, Chapter 1, Part 12, School Turnaround
93 and Leadership Development Act.

94 (b) Schools that are identified under Subsections (1)(b), (1)(c), and (1)(d) are

95 exempt from the requirement to contract with an independent school turnaround expert
96 described in Section 53A-1-1206.

97 (4)(a) The Superintendent shall conduct a review of a local education board's
98 readiness and capacity to support school improvement initiatives if the number of schools
99 in critical needs status under the local education board's authority is the lesser of:

100 (i) 25% of the total number of schools under the local education board's authority;

101 or

102 (ii) 5 schools.

103 (b) The Superintendent shall prioritize Title 1, Part A: 1003(a) school improvement
104 funds to a local education agency described in Subsection (4)(a):

105 (i) based on the extent to which the results of the assessment described in
106 Subsection (4)(a) indicate that a local education agency has the readiness and capacity
107 to support school improvement initiatives; and

108 (ii) if the local education agency qualifies for Title I, Part A: 1003(a) school
109 improvement funds.

110 (c) The review conducted under Subsection (4)(a) shall include a resource allocation
111 review, including analyzing the allocation of:

112 (i) state, local, and federal funds to schools in critical needs status; and

113 (ii) human capital resources.

114 **R277-920-4. School Turnaround Plan Submission and Approval Process.**

115 (1) In addition to the requirements described in Subsection 53A-1-1204(3), a plan
116 shall include at least the following:

117 (a) a requirement that the school leaders of the ~~[low performing]~~ school in critical
118 needs status participate in the School Leadership Development Program described in
119 Section 53A-1-1209 and Section R277-920-8;

120 ~~[(b) a thorough analysis of the root cause of the low performing school's low~~
121 ~~performance;~~

122 ~~— (c) a specific and detailed plan to address the root cause of the low performing~~
123 ~~school's low performance;]~~

124 ~~[(d)]~~ (b) if the ~~[low performing]~~ school in critical needs status is a district school, a
125 request ~~[from]~~ to the local school board or district superintendent for:

126 (i) additional resources;
127 (ii) personnel; or
128 (iii) exemptions from district policy that may be contributing to the low performance
129 of the district school; and

130 (~~e~~c) a plan for management of school personnel, including:

131 (i) recruitment of an educator or school leader; and
132 (ii) professional development for an educator or school leader.

133 (2) A local education board shall include in the plan a strategy for sustaining school
134 improvement efforts after a school exits critical needs status.

135 (~~2~~3)(a) A local [~~school board or charter school governing~~education] board may
136 approve or deny a plan in whole or in part, if the part of the plan the board denies is
137 severable from the part of the plan the board approves.

138 (b) A local [~~school board or charter school governing~~education] board shall give a
139 reason for a denial of each part of a plan.

140 (4) On or before January 15, a local education board shall submit a proposal
141 described in Subsection 53A-1-1204(1) or Subsection 53A-1-1205(4) to the Superintendent
142 for approval.

143 (~~3~~5) A local [~~school board or charter school governing~~education] board shall submit
144 a plan in accordance with Subsection 53A-1-1204[~~(5)(b)~~](7) or Subsection 53A-1-
145 1205[~~(7)(b)~~](9) to the [~~Superintendent~~Board].

146 (~~4~~6)[~~(a)~~] In accordance with Subsection 53A-1-1206(4), the [~~Superintendent~~
147 ~~shall~~Board may review and approve or deny a plan in whole or in part, if the part of the
148 plan the [~~Superintendent~~Board] denies is severable from the part of the plan the
149 [~~Superintendent~~Board] approves.

150 [(b)The Superintendent shall give a reason for a denial of each part of a plan.]

151 **R277-920-5. Funding.**

152 (1) The Superintendent shall annually designate an amount of funds available for
153 distribution under this section, taking into consideration:

154 (a) variability in the number of schools that are identified on an annual basis;

155 (b) encumbered funds; and

156 (c) other program obligations.

157 (2) Subject to availability of funds, on or before January 30 of the school year in
158 which a school is identified under Subsection R277-920-3(1)(a), the Superintendent shall
159 distribute \$240,000 to each local education board of a school identified under Subsection
160 R277-920-3(1)(a).

161 (3) Subject to availability of funds, in addition to the amount distributed under
162 Subsection (2), the Superintendent shall distribute an amount equal to \$30,000 for each
163 of the following criteria that a school meets:

164 (a) the school is located in a county with a county seat that is over 100 miles away
165 from Salt Lake City;

166 (b) the school is located within San Juan County; or

167 (c) the school:

168 (i)(A) has over 75 full time equivalent educators; and

169 (B) includes grade 12; or

170 (ii)(A) has over 37 full time equivalent educators; and

171 (B) does not include grade 12.

172 (4) The Superintendent shall distribute any funds available for distribution under
173 Subsection (1) after the allocation of funds described in Subsections (2) and (3) on a
174 prioritized basis taking need for the funds, as demonstrated by the needs assessment
175 conducted in accordance with Section 53A-1-1203, into account.

176 (5)(a) The local education board shall use the funding distributed under this section
177 to contract with an independent school turnaround expert, including travel costs, in
178 accordance with Sections 53A-1-1204 and 53A-1-1205.

179 (b) A local education board shall use funding available after the allocation of funds
180 under Subsection (5)(a) only for interventions identified in a school turnaround plan.

181 (6) The Superintendent may review uses of funds and contracts with independent
182 school turnaround experts.

183 **R277-920-6. Teacher Recruitment and Retention Program.**

184 (1) As used in this section, "matching funds" means funds that are not allocated to
185 a school under Section R277-920-5.

186 (2) On or before January 15, a local education board of a school in critical needs
187 status shall submit a plan to the Superintendent that:

188 (a) includes a strategy for teacher recruitment and retention for the school in critical
189 needs status;

190 (b)(i) except as provided in Subsection (2)(b)(ii), is responsive to the needs
191 assessment conducted in accordance with Section 53A-1-1203; or

192 (ii) if the school was identified for critical needs status based on 2014-2015 school
193 accountability results, includes a root cause analysis of the school's teacher recruitment
194 and retention challenges, including:

195 (A) a clear definition of the problem to be solved;

196 (B) hypotheses for the causes of the problem;

197 (C) strategies to address the root causes of the problem;

198 (D) current data on teacher retention rates; and

199 (E) current recruitment and retention strategies; and

200 (c) may include a stipend for educators who work non-contract hours to implement
201 strategies identified in a school improvement plan.

202 (3) A local education board that is seeking matching funds from the state to
203 implement the strategies for teacher recruitment and retention identified in the plan shall
204 provide assurances in the plan that the local education board will allocate matching funds.

205 (4) The Superintendent shall:

206 (a) approve a plan that meets the criteria described in Subsection (1); and

207 (b) on or before March 1, distribute matching funds to a local education agency
208 described in Subsection (3) in an amount not to exceed:

209 (i) \$1000 per teacher for schools identified based on 2014-2015 school
210 accountability results; or

211 (ii) \$1500 per teacher for schools identified based on 2016-17 school accountability
212 results and each year thereafter.

213 **R277-920-[5]7. Appeal Process for Denial of a School Turnaround Plan.**

214 (1) A committee[~~-, local school board, or charter school governing~~] or local education
215 board may appeal the denial of a plan, in whole or in part, by following the procedures and
216 requirements of this section.

217 (2) An appeal authorized by this rule:

218 (a) is an informal adjudicative proceeding under Section 63G-4-203; and

219 (b) shall be resolved by the date specified in Subsection 53A-1-1206([5]6)(b).

220 (3) (a) A principal, on behalf of a committee, may request that the local [school
221 ~~board or the charter school governing~~education board reconsider the denial of a plan:

222 (i) by electronically filing the request:

223 (A) with the chair of the local [school board or the charter school
224 ~~governing~~education board; and

225 (B) on a form provided on the [USOE]Board website; and

226 (ii) within 5 calendar days of the denial.

227 (b) The reconsideration request may include a modification to the plan if the
228 committee approves the modification.

229 (c) The local [~~school board or the charter school governing~~education board shall
230 respond to the request within 10 calendar days by:

231 (i) refusing to reconsider its action;

232 (ii) approving a plan, in whole or in part; or

233 (iii) denying a plan modification.

234 (d) The principal may appeal the denial of a plan under this Subsection (3):

235 (i) by electronically filing an appeal with the Superintendent on a form provided on
236 the [USOE]Board website; and

237 (ii) within 5 calendar days of the denial.

238 (e) An appeal filed under this subsection shall be resolved in accordance with
239 Subsections (5) and (6).

240 (4) A district superintendent, on behalf of a local school board, or a charter school
241 governing board chair, on behalf of a charter school governing board, may appeal the
242 [Superintendent's]Board's denial of a plan:

243 (a) by electronically filing an appeal with the Superintendent on a form provided on
244 the [USOE]Board website; and

245 (b) within 5 calendar days of the denial.

246 (5)(a) At least three members of a Board committee, appointed by the Board as the
247 appeal committee, shall review the written appeal.

248 (b) The appeal committee may ask the principal, district superintendent, local
249 school board chair, or charter school governing board chair to:

250 (i) provide additional written information; or

251 (ii) appear personally and provide information.

252 (c) The appeal committee shall make a written recommendation within 5 business
253 days of receipt of the appeal request to the Board to accept, modify, or reject the plan and
254 give a reason for the recommendation.

255 (6) The Board may accept or reject the appeal committee's recommendation and
256 the Board's decision is the final administrative action.

257 **R277-920-8. Exit Criteria for a School in Critical Needs Status -- Extensions -- More**
258 **Rigorous Interventions.**

259 (1) To exit critical needs status, a school shall demonstrate that the school no longer
260 meets the criteria for which the school was identified:

261 (a) for the second and third years, consecutively, after which the school was
262 identified for critical needs status; or

263 (b) for two consecutive years by the end of the extension period described in
264 Subsection (3).

265 (2) In determining whether a school has met the criteria described in Subsection (1),
266 the Superintendent shall apply the indicators, weightings, and threshold scores described
267 in the version of Title 53A, Chapter 1, Part 11, School Accountability System that was in
268 place at the time the school was identified.

269 (3) If a school does not meet the exit criteria described in Subsection (1)(a), the
270 school may qualify for an extension to continue current school improvement efforts for up
271 to two years if the school:

272 (a)(i) has cut the difference by 50% between:

273 (A) the percentage of points earned in the school year in which the school was
274 identified; and

275 (B) the percentage of points necessary to meet the exit criteria described in
276 Subsection (1)(a); or

277 (ii) has met the exit criteria described in Subsection (1)(a) for only one year; and

278 (b) electronically files an extension request with the Superintendent within 15 days
279 of the release of school accountability results, that provides rationale justifying an
280 extension.

281 (4)(a) The Superintendent shall conduct an in-depth analysis of the alignment of the

282 school's curriculum to the Utah core standards:

283 (i) in each school that qualifies for an extension under Subsection (3); and

284 (ii) that is individualized to each teacher.

285 (b) The Superintendent may require a local education agency or school to:

286 (i) take actions to remedy issues identified in the analysis described in Subsection

287 (4)(a); or

288 (ii) revise the school turnaround plan.

289 (5) If a school identified for critical needs status does not meet the exit criteria

290 described in Subsection (1) or qualify for an extension as described in Subsection (3) the

291 following groups shall make a recommendation to the Board on what action the Board

292 should take:

293 (a) a state review panel, described in Subsection (7);

294 (b) if the school is a district school, the local school board, with input from the

295 community as described in Subsection (8); and

296 (c) if the school is a charter school, the charter school authorizer with input from the

297 community as described in Subsection (8).

298 (6) The groups described in Subsection (5) shall make a recommendation within 90

299 days of the release of school accountability results and on whether the Board should:

300 (a) require personnel changes, including replacement of school leaders or teachers;

301 (b) if the school is a district school:

302 (i) require involuntary transfers of school leaders or teachers;

303 (ii) require the local school board to change school boundaries;

304 (iii) temporarily appoint a public or non-profit entity other than the local school board

305 to manage and operate the school; or

306 (iv) permanently transfer control of a school to a public or non-profit entity other than

307 the local education board;

308 (c) if the school is a charter school:

309 (i) require that the charter school governing board be replaced; or

310 (ii) require that the charter school authorizer close the school; or

311 (d) other action.

312 (7)(a) The Superintendent shall appoint members of the state review panel subject

313 to Subsection (7)(b).

314 (b) The state review panel shall include at least three members who each have
315 demonstrated expertise in two or more of the following fields:

316 (i) leadership at the school district or school level;

317 (ii) standards-based elementary or secondary curriculum instruction and
318 assessment;

319 (iii) instructional data management and analysis;

320 (iv) educational program evaluation;

321 (v) educational program management;

322 (vi) teacher leadership;

323 (vii) organizational management; or

324 (viii) school budgeting and finance.

325 (c) The state review panel shall critically evaluate at least:

326 (i) whether the local education agency has the capacity to implement the changes
327 necessary to improve school performance;

328 (ii) whether the school leadership is adequate to implement change to improve
329 school performance;

330 (iii) whether the school has sufficient authority to implement change;

331 (iv) whether the plan is being implemented with fidelity;

332 (v) the likelihood that performance can be improved within the current management
333 structure and staffing; and

334 (vi) the necessity that the school remain in operation to serve students.

335 (8) A local school board and charter school authorizer shall develop
336 recommendations under this section in collaboration with:

337 (a) parents of students currently attending the school;

338 (b) teachers, principals, and other school leaders;

339 (c) stakeholders representing the interests of students with disabilities, English
340 learners, and other vulnerable student populations; and

341 (d) other community members and community partners.

342 **~~[R277-920-6. Consequences for a Low Performing School.~~**

343 ~~—— (1) The Board may impose a consequence described in this section if a low~~
344 ~~performing school does not improve the school's grade one letter grade or better within the~~

345 ~~time described in Subsection 53A-1-1207(3).~~

346 ~~——(2) The Board may restructure a low performing district school by taking over the low~~
347 ~~performing district school, or by other means as the Board deems appropriate.~~

348 ~~——(3) The Board may restructure a low performing charter school by taking over the~~
349 ~~low performing charter school, or by:~~

350 ~~——(a) closing the low performing charter school; or~~

351 ~~——(b) other means as the Board deems appropriate.~~

352 **~~R277-920-7. Hearing and Procedure Requirements Related to the Board's Imposition~~**
353 **~~of a Consequences for Low Performing Schools.~~**

354 ~~——On or before December 1, 2016, the Superintendent shall make recommendations~~
355 ~~to the Board for changes to this rule regarding hearing and procedure requirements related~~
356 ~~to the Board's imposition of a consequence as described in Section R277-920-6.]~~

357 **~~R277-920-[8]9. School Leadership Development Program.~~**

358 (1) A school leader other than a school leader from a ~~[low performing]~~school in
359 critical needs status may apply to participate in the School Leadership Development
360 Program if the school leader[:

361 ~~——(a) is assigned to a priority school as designated by the Superintendent; or~~

362 ~~——(b)] is nominated by the school leader's district superintendent or charter school~~
363 ~~governing board to participate.~~

364 (2) A school leader who meets the requirements of Subsection (1) may apply to
365 participate in the School Leadership Development Program by electronically submitting an
366 application to the Superintendent on a form provided on the ~~[USOE]Board~~ website by the
367 date specified on the ~~[USOE]Board~~ website.

368 (3)(a) The Superintendent shall select a school leader to participate in the School
369 Leadership Development Program based on the following selection criteria:

370 (i) ~~[f]First priority [is]shall be~~ given to a school leader who is assigned to a ~~[low~~
371 ~~performing]school in critical needs status;[~~

372 ~~——(ii) second priority is given to a school leader who is assigned to a priority school as~~
373 ~~designated by Superintendent;] and~~

374 (ii)[i)] ~~[third]Second priority [is]shall be~~ given to a school leader who is nominated by

375 the school leader's district superintendent or charter school governing board.

376 (b) Notwithstanding Subsection (3)(a), the Superintendent may give priority to a
377 school leader who has not received prior leadership training before selecting a school
378 leader who has received prior leadership training.

379 (4)(a) In consultation with the Superintendent and the local school board chair, the
380 district superintendent of a [~~low performing~~]school in critical needs status shall select a
381 district administrator to participate in the School Leadership Development Program to:

382 (i) support the school leader participating in the School Leadership Development
383 Program; and

384 (ii) assist the school district's local school board to fulfill the requirements of
385 Subsection 53A-1-1204(4).

386 (b) In consultation with the Superintendent and the governing board chair, the
387 charter director of a [~~low performing~~]school in critical needs status shall select a charter
388 administrator to participate in the School Leadership Development Program to support the
389 school leader participating in the School Leadership Development Program.

390 (5)(a) In accordance with Subsection 53A-1-1209(4), the Superintendent shall award
391 incentive pay to a school leader described in Subsection (1) within 30 days after the school
392 leader:

393 (i) completes the School Leadership Development Program; and

394 (ii) submits a written agreement to the Superintendent to work as described in
395 Subsection 53A-1-1209(4).

396 (b) The Superintendent shall evenly divide the appropriation among the school
397 leaders who meet the requirements of this Subsection (5).

398 (6) The Superintendent may award incentive pay to a school leader described in
399 Subsection (5) for up to five years.

400 **R277-920-~~f9~~10. School Recognition and Reward Program.**

401 (1) The Superintendent shall distribute school recognition and reward program
402 money to the principal of an eligible school:

403 (a) in accordance with Section 53A-1-1208; and

404 (b) within 30 days of the Board's official release of school grades for the year the
405 eligible school is eligible for an award of money.

406 (2) The Superintendent shall notify the principal of an eligible school within 15 days
407 of the Board's official release of school grades:

408 (a) that the eligible school is eligible for an award of money pursuant to Section 53A-
409 1-1208; and

410 (b) of the amount of the award that the eligible school will receive.

411 (3) In accordance with Section 53A-1-1208, the principal shall distribute the money
412 received under Subsection (1):

413 (a) to each educator assigned to the school for all of the years the school
414 [participated in the school turnaround program] was identified for critical needs status; and

415 (b) in a pro-rated manner to each educator assigned to the school for less time than
416 the school [participated in the school turnaround program] was identified for critical needs
417 status.

418 **R277-920-11. Superintendent's Identification of Schools for Targeted Needs Status.**

419 (1) As used in this section, "student groups" means students:

420 (a) who are economically disadvantaged;

421 (b) with disabilities;

422 (c) who are English learners;

423 (d) by racial and ethnic groups, including:

424 (i) African American;

425 (ii) American Indian;

426 (iii) Asian;

427 (iv) Hispanic;

428 (v) Multiple races;

429 (vi) Pacific Islander; and

430 (vi) White.

431 (2)(a) Subject to Subsection (2)(b), the Superintendent shall identify for targeted
432 needs status any school with one or more student groups who:

433 (i) for two consecutive years, is assigned a percentage of points in the state's
434 accountability system that is lower than the percentage of points associated with the lowest
435 rating in the state's accountability system; and

436 (ii) is not currently identified for critical needs status under Section R277-920-3.

437 (b) The Superintendent shall make the identification under Subsection (2)(a)
438 beginning with the 2018-2019 school accountability results and every year thereafter.

439 (3) A school identified under Subsection (2) shall develop and implement a plan to
440 improve performance of the student group that was the subject of the identification under
441 Subsection (2), in accordance with the Elementary and Secondary Education Act of 1965,
442 20 U.S.C. Sec. 6301 et seq.

443 (4) To exit targeted needs status, a school shall demonstrate that the school no
444 longer meets the criteria for which the school was identified for two consecutive years
445 within four school years after the month in which the school was identified.

446 (5) The Superintendent shall identify a school that does not meet the exit criteria
447 described in Subsection (4) as a school with chronically underperforming student groups
448 as described in Section R277-920-3.

449 **KEY: school improvement, principals, school leader**

450 **Date of Enactment of Last Substantive Amendment: [February 8, 2016]2018**

451 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401[~~(3)~~]; Title**
452 **53A-1-12**